

Parent-Student Handbook



2021-2022

Larchmont Charter School

www.larchmontcharter.org

Fairfax

TK-4

1265 N. Fairfax Avenue
West Hollywood, CA 90046
(323) 656-6418

Hollygrove

TK-4

815 N. El Centro Avenue
Los Angeles, CA 90038
(323) 836-0860

Selma

5-7

6611 Selma Avenue
Los Angeles, CA 90028
(323) 871-4000

La Fayette Park

8-12

2801 W. 6th Street
Los Angeles, CA 90057
(213) 867-6300

Network Office

444 N. Larchmont Blvd. Ste. 207
Los Angeles, CA 90004
(323) 380-7893

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Overview and Introduction

LARCHMONT CHARTER SCHOOL Est. 2005

Welcome to Larchmont Charter School ("LCS," "Charter School" or "School"). On February 8, 2005 the LAUSD Board of Education unanimously approved Larchmont Charter School's K-6 charter petition. Our school opened its doors in the fall of 2005 with 120 children in grades K-2, and has grown by one grade each year. In 2013, Larchmont Charter School-West Hollywood merged with Larchmont Charter School to become one school. Since then, we have renewed and amended our charter to include grades K-12. In 2015 we had students enrolled in grades K-12, and we had our first graduating class of seniors in the spring of 2016!

LCS is a parent-initiated, tuition-free and non-sectarian public school. It offers a project-based, inquiry-based, experienced-centered curriculum to serve the culturally rich and diverse populations in Los Angeles. If the number of students seeking enrollment exceeds LCS' capacity, by law, admission will be determined by lottery, which is open to all children in California. In the event of a lottery, preference in admissions will be offered to students in the following order: students currently attending the school, students of founding parents, siblings of students already attending the school, children of LCS employees and Board members (preference is capped at 10% of current openings at any grade level), and students residing within LAUSD boundaries. Additionally, students whose families qualify for the Federal Free and Reduced Price Lunch Program or students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the LCS school sites is located will be given weighted preference.

Mission Statement

"The mission of Larchmont Charter School is to provide a socio-economically, culturally, and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit."

Larchmont Charter Vision

We seek to establish a diverse neighborhood school that is creative, academically challenging and emotionally nurturing. LCS embraces and celebrates the diversity of languages and cultures in our urban environment while retaining the close-knit feel of a neighborhood school. As a parent-initiated school, LCS provides opportunities for parents to be actively involved in the educational development of their children – as well as a safe and supportive environment for family education and parenting so our community can come together to learn and grow.

Our Beliefs—Preparing for the 21st Century

Embedded throughout our educational program are our Expected Schoolwide Learning Results/School-wide Learning Outcomes (ESLRs/SLOs), which embody what we believe are necessary skills for student success in school and beyond. We believe an educated person in the 21st century is one who:

Communicates effectively:

by writing clearly,
by listening and hearing others,

by expressing oneself honestly and respectfully, through many artistic frameworks.

Seeks to understand:

by formulating questions,
by pursuing answers,
by reading and thinking critically and thoughtfully,
as a reflective learner,
the perspectives of a world community of culture.

Demonstrates Respect:

for other students,
for oneself,
for teachers,
for school materials,
for the school site,
for one's family and community,

about the environment, living beings, and the earth's limited resources.

Takes responsibility:

for one's actions,
for one's words,
for one's learning,
for one another,
for one's healthy body and mind.

Perseveres:

when problems cannot be solved readily,
when faced with criticism and disappointment,
to work through struggles and setbacks,
by reflecting and attempting trials:
examining errors, trying harder, differently,
and then trying again.

Glossary - Helpful Educational and Charter Terms

Charter School: A public school that is freed from some of the rules and regulations required of traditional public schools, and held accountable for student achievement.

Clusters: Two or more classes grouped together.

Collaboration: Educators work actively together to achieve shared goals in the areas of curriculum, instruction, and professional strategies.

Constructivism: A theory of learning around which LCS designs its curriculum and instructional approach.

ESLRs/SLOs: School-wide Learning Outcomes, formally the Expected School-wide Learning Results: what we expect of an LCS graduate.

Experience-centered: Students are actively involved in the learning process. This may include hands-on and small group work. The work is meaningful and reflects the life experience and prior knowledge of the students.

Inquiry-based: Students involved in inquiry-based learning formulate and revise their ideas as new experiences change prior knowledge.

Project-based learning: Is a large curricular unit that is guided by an overarching theme and integrated throughout many disciplines. The classroom environment is an important "second teacher" as are environments and resources from outside the classroom. The focus of project-based learning is on the process of learning, not an "end product," although artifacts may be created through the process of learning.

Stakeholder: A stakeholder is an individual or group that is invested in the success of the school and mission, each functioning within their role. At LCS, our stakeholders include:

- Parents and Community: Parents and community members support LCS students and the School's mission through volunteering, learning about educational issues, providing a home environment that contributes to students' academic success, and voicing concerns or questions in productive ways according to Board-established protocol.

- Board of Directors ("BOD"): The BOD is the body responsible for the fiscal security of the School to assure its longevity and quality and the oversight to make sure the mission of the School drives decision-making. The BOD hires and oversees the key School administrators who run the day-to-day operations of the School.
- Faculty and Staff: The School faculty and staff are responsible for making educational decisions at the School. Staff works closely with parents to create support for student achievement and social/emotional development of all children.

Standards-based: The given set of standards (from a school district, state or national academic agency) that form the basis for curriculum development. Standards-based instruction is compatible with many teaching methodologies. LCS is held accountable to the California Common Core State Standards.

Whole child/holistic approach: An "educated person" encompasses many skill sets and children need the means to express learning in a variety of ways. LCS believes in educating the "whole child" by providing a range of interesting activities so that students can become passionate and skilled learners in many different disciplines (social, emotional, academic, artistic, and physical.)

Our Community

LCS was built with the energy of parents, educators and the community – bringing together local businesses, city leaders, LA City Council members, community groups, long-time residents and parents with experienced educators to create a school that has both a grass-roots spirit and the education establishment's knowledge and experience. The participation of families and the surrounding community is critical in meeting the needs of the whole child.

Elementary All-School Sing. Each of our elementary school communities joins together to celebrate through an All-School Sing. Parents and families are welcome to join. This tradition was established in 2005 and honors our commitment to engage families, as well as to offer an opportunity for students across all grades to sing their favorite songs from music enrichment classes. Days and times vary by campus.

5th-7th & 8th Assembly. Our 5th-7th and 8th communities each come together for a student-led assembly at their sites. Parents and families are welcome to join. This is an opportunity for our student council to engage its peers in community building activities, along with sharing exciting events and information about the academic and extracurricular programs. Days and times vary by campus.

Other Community Events. Our faculty, staff and parent volunteers will reach out to the larger School community to elicit family participation and support for a variety of School events and volunteer opportunities that take place on our individual campuses, as well as School-wide. More information on how to get involved is mentioned in the "Parent Participation" section below.

Larchmont Charter Schools Board Members

Ali Baird, Chair

Marriage and Family Therapist

Jesse Noonan, Vice Chair

Chief Academic Officer for Ednovate

Jeremy George, Treasurer

Partner with PricewaterhouseCoopers LLP

Frances Hoge, Secretary

Corporate Strategist

Dulari Amin, Member

Co-Founder of Synergy Ventures

Charity Bailey, Member

Marketing, Business Strategy, Integrated Event Production Specialist

Luis Carbajo, Member

School Climate Assistant Director, Vaughn Next Century Learning

Natasha Case, Member

CEO & Co-Founder, Coolhaus Ice Cream

Ji Choi, Member

Director of Financial Aid, UCLA Anderson School of Management

Ben Howell, Member

General Counsel for Caruso



Steven Kim, Member

Senior Financial Consultant with TD Ameritrade

Angelica McAdoo, Member

Unit Ambassador, City of Hope

Neil Parris, Member

Head of Media & Entertainment Partnerships with Google LLC

Mario Perez, Member

Director of Division of HIV & STD Programs with County of Los Angeles

Collette Williams Alleyne, Member

Senior Director of Education at Inner-City Arts

Larchmont Charter School Contact Information

Larchmont Charter School at Fairfax

1265 N. Fairfax Avenue
West Hollywood, CA 90046
P: (323) 656-6418
F: (323) 656-6407

Principal: Mersedeh Emrani, Mersedeh.Emrani@larchmontcharter.org

Assistant Principal: Jennifer Santangelo, Jennifer.Santangelo@larchmontcharter.org

Office Manager: Maritess Trillo, Maritess.Trillo@larchmontcharter.org

Office Assistant: Rosse Flores, rosse.flores@larchmontcharter.org

Larchmont Charter School at Hollygrove

835 N. El Centro Avenue
Los Angeles, CA 90038
P: (323) 836-0860
F: (323) 836-0863

Co-Principals: Alissa Chariton & Eva Orozco, hgrprincipal@larchmontcharter.org

Office Manager: Solace Pineo-Cavanaugh, Solace@larchmontcharter.org

Office Assistant: Jenny Rico, Jenny.Rico@larchmontcharter.org

Larchmont Charter School at Selma

6611 Selma Avenue
Los Angeles, CA 90028
P: (323) 871-4000
F: (323) 871-4111

Principal: Sarah Perkins, Sarah.Perkins@larchmontcharter.org

Assistant Principal: Yasmin Esmail, Yasmin.Esmail@larchmontcharter.org

Office Manager: Chris Galvan, Chris.Galvan@larchmontcharter.org

Office Manager: Danielle Lovell-Walsh, Danielle.Lovell-Walsh@larchmontcharter.org

Larchmont Charter School at LaFayette Park Place

2801 W. 6th Street
Los Angeles, 90057
P: (213) 867-6300
F: (213) 384-3840

Principal: Mike Kang, Mike.Kang@larchmontcharter.org

Assistant Principal, Lori Lausche, Lori.Lausche@larchmontcharter.org

Assistant Principal: Heather Rios, Heather.Rios@larchmontcharter.org

Director of College & Career Counseling: Edwin Co, Edwin.Co@larchmontcharter.org

School Counselor: Vanessa Vasquez, Vanessa.Vasquez@larchmontcharter.org

Office Manager: Lissette Rivas, Lissette.Rivas@larchmontcharter.org

Office Assistant: Miriam Espinoza, Miriam.Espinoza@larchmontcharter.org

Office Assistant: Yoselyn Ramirez, Yoselyn.Ramirez@larchmontcharter.org

Larchmont Charter School Network Support Office

444 N. Larchmont Blvd. #207

Los Angeles, CA 90004

P: (323) 380-7893

F: (818) 755-3301

Amy Held

Executive Director

Amy.Held@larchmontcharter.org

Myra Salinas

Director of Student Support Services

Myra.Salinas@larchmontcharter.org

Dolores Patton

Leadership Coach

Dolores.Patton@larchmontcharter.org

Michelle Brent-Neyer

School Administrator

Michelle.Brent-Neyer@larchmontcharter.org

Letreanna Jackson

Director of Curriculum and Instruction

Letreanna.Jackson@larchmontcharter.org

Esmeralda Sandoval

Director of Compliance & Operations

Esmeralda.Sandoval@larchmontcharter.org

ext 302

Angelica Sammons

Director of Operations

Angelica.Sammons@larchmontcharter.org

ext 301

Jennifer Gonzalez

Human Resources Manager

Jennifer.Gonzalez@larchmontcharter.org

ext 303

Jennifer Bledsoe

Director of Development

Jennifer.Bledsoe@larchmontcharter.org

ext 301

Maria Alvarado

Business Manager

Maria.Alvarado@larchmontcharter.org

ext 304

Andrea Slad

Accounts Receivable Clerk

Andrea.Slad@larchmontcharter.org

ext 304

Marline Plata

Human Resources Associate

Marline.Plata@larchmontcharter.org

ext 303

Cecilia Olivas

Development & Finance Associate

Cecilia.Olivas@larchmontcharter.org

ext 303

Cindy Gonzalez

Special Education Clerk

Cindy.Gonzalez@larchmontcharter.org

(323) 836-0860 ext 4705

Jose Zaragoza

Data & HR Associate

Jose.Zaragoza@larchmontcharter.org

ext 305

Jack Satchyan

After-School Program Director

Jack.Satchyan@larchmontcharter.org

Felix Garcia, **Facilities Manager**

Felix.Garcia@larchmontcharter.org

Terence Bow, **IT Technician**

Terence.Bow@larchmontcharter.org

School Calendar

Larchmont Charter School 2021-2022 School Year Calendar - Final

Legend	
Pupil Free Day (No Students)	First/Last Day of Instruction
Non-School Day	Holiday
5-12 Quarter End	Staff Development Day-No School
5-12 Semester End	TK-12 Minimum Day
TK-4 Trimester End	New Teacher Onboarding
Wednesdays are Early Release Days	

August 5 - 6	New Teacher Onboarding
August 9 - 16	Staff Development Days
August 17	Pupil Free Day (No Students)
August 18	First Day of Instruction
August 18 - 27	TK/Kinder Early Release Days
September 6	Labor Day
September 7	Non-School Day
September 16	Non-School Day
October 13	5-12 Quarter End
October 18 - 22	TK-12 Parent Conferences
November 3	Staff Development Day
November 11	Veterans' Day
November 15	TK-4 Trimester End
November 22 - 26	Thanksgiving Break
December 20 - 31	Winter Break
January 12	5-12 Semester End
January 17	Martin Luther King Jr. Day
January 26	Staff Development Day
February 21	Presidents' Day
March 4	TK-4 Trimester End
March 9	Staff Development Day
March 18	5-12 Quarter End
March 28 - April 1	TK-12 Parent Conferences
April 4-15	Spring Break
May 30	Memorial Day
June 10	TK-4 Trimester/5-12 Semester End
June 10	Last Day of Instruction/Early Release
June 13	Pupil Free Day (No Students)

August 2021						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

September 2021						
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October 2021						
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November 2021						
S	M	T	W	Th	F	Sa
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December 2021						
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January 2022						
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30	31					

February 2022						
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March 2022						
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April 2022						
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May 2022						
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June 2022						
S	M	T	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Larchmont Contact Information	
Location	Phone Number
Fairfax	323-656-6418
Hollygrove	323-836-0860
Selma	323-871-4000
Lafayette Park	213-867-6300
Network	323-380-7893
www.larchmontcharter.org	

Created May 2021

Educational Program

Constructivism: What is Constructivism?

Constructivism is a learning theory that asserts that students learn best when able to construct understanding themselves, building on the unique set of knowledge, talents, & life experiences they already have. Thus, they have to actively interact and engage with new material in unique ways to bridge their previous understanding with new information and construct a deeper understanding of the world in which they live.

Constructivism is:

- a theory of cognitive development
- a model through which to conceptualize diverse learning styles
- a starting point for thinking about how to support learning

Constructivism is NOT:

- a curriculum
- project-based learning; although projects generally offer varied opportunities that fit into a constructivist program!
- a limitation on instructional methodologies

At the Elementary level, constructivism generally looks very active. There are some opportunities for quiet focused learning mixed with many opportunities for partner work, small groups, and large groups. Students are frequently engaged with manipulatives – objects that can be touched and handled to make abstract concepts more concrete. Students think about real life circumstances in order to apply conceptual learning to complex situations. Children engage with information that is visual, graphic, auditory, tactile; they demonstrate their ideas and understanding through writing, drawing, acting, singing, conversing, debating, building, hypothesizing, testing, sharing, and exploring. There is no single lesson that embodies a “constructivist” approach – instead, a rich array of lessons and opportunities creates a constructivist program that supports a broad array of learning styles.

At the Middle and High School levels, constructivism looks like students writing for real audiences and on topics about which they are passionate; debating ideas; grappling to make meaning of complex texts; engaging in scientific investigations and forming conclusions based on their findings; applying mathematics to solve real-world problems; using technology to communicate ideas; engaging in service learning to extend learning beyond the school walls; and going through a process of drafting work that includes practicing skills, applying them to meaningful projects, reflecting on feedback from peers and teachers, and revising the work before presenting it to a real world audience.

Instructional Framework

Project-Based Learning

The content of the yearly curriculum will be based upon the California Common Core State Standards and structured through the Signature Project. This overarching project will set the theme for the year through the principles of eco-literacy and social justice, providing a meaningful structure through which to learn the standards in Social Studies, Science,

Language Arts, Mathematics, World Languages, Physical Education, and the Visual/Performing Arts.

Signature Projects

Signature Projects will consist of multiple smaller units and lessons, connected through their thematic consistency and focus through which students learn the standards in social studies, science, English language arts, mathematics, world languages, physical education, and the visual/performing arts. A Signature Project will consist of two approaches to teaching and learning: Content/skill-based lessons will be provided in which children create a knowledge base and develop the academic skills to utilize that knowledge. Action-based lessons will be provided in which children become active agents in life-based activities in order to learn how to put their knowledge to work.

Signature projects are continually assessed and revitalized. Faculty and staff take part annually in a process of self-assessment in which the content, design and implementation of the Signature Project at each grade level is examined and improved. LCS faculty and administration validate that the Signature Project at every grade level is:

- Academically integrated
- Standards-based and grade level appropriate
- Based upon the concepts and theories of eco-literacy & social justice
- Action oriented
- Using a constructivist approach to learning

Junior/Senior Hallmark Program

In 11th grade, students take the Junior Research Seminar course in preparation for the 12th grade Senior Seminar where they complete their Senior Hallmark Project. The Senior Seminar exposes students to the practice of conducting college level research, refining college essays, preparing for college entrance exams and receiving college counseling. The Senior Hallmark Project includes an extensive and well-researched thesis, oral presentation and an action research component focused on an area of each student's interest. The Hallmark Project is a graduation requirement unique to Larchmont Charter School.

Homework

We believe that the purpose of homework is to 1) build bridges between home and school that help children make meaningful mental connections between their own life experiences and the learning taking place at school, 2) keep parents involved in the daily learning of their children and clarify the content of schoolwork throughout the year, and 3) to review and reinforce skills and concepts being studied at school through meaningful practice and activity.

- In the K-1 cluster, we expect children to spend approximately 10-15 minutes per night working on homework. In Kindergarten, homework time will include parent participation. In first grade, children will be growing toward increasing independence in the homework process.
- In the 2-4 cluster, we expect children to spend approximately fifteen to thirty (15-30) minutes per night working on homework.
- In the 5-6 cluster, we expect children to spend approximately fifty to sixty (50-60) minutes per night working on homework. They will grow toward increasing responsibility for longer term planning and organization.

- In the 7-8 cluster, there is a combination of daily and long-term assignments and projects across the curriculum. Teachers focus on accountability, independence, responsibility, and integrity in work.
- In the high school, students prepare for graduation and the college application process. Faculty require both daily and long-term assignments as well as projects across the curriculum. Juniors complete a Junior Research Seminar in preparation for their Senior Hallmark Project - which is required for graduation from Larchmont Charter School.

In addition to daily homework, we ask that every family in the primary cluster engage in fifteen (15) minutes per night of reading activities. This might include allowing your child to read independently/silently, reading aloud to your child, helping your child to read at his/her appropriate level, listening to your child read, or even playing a game with a reading component. Middle school students should engage in at least twenty to thirty (20-30) minutes of reading each night. All high school students should be reading either novels or periodicals on a daily basis, in addition to their assigned texts.

Math Placement Policy

The California Mathematics Placement Act requires that local educational agencies adopt a fair, objective, and transparent mathematics placement policy. The policy must systematically take multiple objective academic measures of pupil performance into consideration, include at least one placement checkpoint within the 1st month of the school year, examine aggregate pupil placement data, and offer clear and timely resources for pupils.

A copy of the LCS Mathematics Course Placement Policy can be found in the main office and the LCS website at <https://www.larchmontcharter.org/about>.

Special Learners

Students With Disabilities And Special Education

Students learn in a variety of ways with most students learning effectively in a traditional school setting. To facilitate these varying learning styles, LCS will comply with all aspects of the Individuals with Disabilities Education Act ("IDEA"), applicable Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District ("LAUSD"). Students with disabilities may be eligible to receive special education instruction and related services. These services are based on assessment and determined by an Individualized Education Program ("IEP") team, which includes the student's parent(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, student with disabilities are educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Pursuant to the IDEA and relevant state law, LCS is responsible for identifying, locating, and evaluating children enrolled at LCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

LCS shall not deny nor discourage any student from enrollment solely due to a disability. Parents of students at LCS who suspect their child may have a disability and may need special

education services and who have questions about LCS' Special Education Program, should contact the Director of Student Support Services for LCS at, 444 N. Larchmont Blvd. #207, Los Angeles, CA 90004, (323) 380-7893. A copy of LCS' complete Special Education policy is available upon request at the main office.

Students With Disabilities Under Section 504

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, and intimidation in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. LCS will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of such discrimination/harassment.

LCS has specific responsibilities related to the provision of a free appropriate public education ("FAPE") to school age individuals with disabilities under Section 504. LCS is required to provide a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any LCS decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For more information, contact the Director of Student Support Services for Larchmont Schools, 444 N. Larchmont Blvd. #207, Los Angeles, CA 90004, (323) 380-7893. A copy of LCS' Section 504 policies and procedures is available upon request at the main office.

Gifted Policy and Process

At LCS, we believe that all of our children are special and bring to school unique talents and abilities. It is our role as educators to develop these strengths in your children. We use a wide variety of assessments and tools to inform our approach with our students. As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. As Larchmont's model is designed to differentiate to meet a wide range of student needs, there are not designated "gifted" programs at Larchmont. Rather teachers adapt instruction, as practicable, to provide opportunities for extension or acceleration for identified students.

We understand, however, that there may be opportunities outside of LCS that families would like their children to access which are available only with the designation of "gifted" (e.g. entry into gifted magnet schools):

- (1) In fourth (4th) grade, students who score at the 99th percentile on an ability test will be referred for district testing for the "Gifted in the Intellectual Category" designation. We cannot test for this designation at LCS; it must be done by an LAUSD certified official.
 - The ability test will be administered by October 1st.

- Students who score at the 99th percentile of the ability test will be referred to LAUSD for evaluation for the "Gifted in the Intellectual Category" in November.
 - The "Gifted in the Intellectual Category" testing can only be taken one time.
- (2) In fifth (5th) – ninth (9th) grade, students can automatically qualify based on their California Assessment of Student Performance and Progress ("CAASPP") scores if they score in the 95th percentile or above according to the "Gifted in the High Achievement Category." This can only begin in the fall of fifth (5th) grade since it requires test scores for two (2) consecutive years and CAASPP tests are not given until the end of third (3rd) grade.
 - Students scoring at the 95th percentile or above on both Math and English portions of the CAASPP for two (2) years will be designated as "Gifted in the High Achievement Category."
- (3) In sixth (6th) – ninth (9th) grade, students can automatically qualify based on CAASPP scores of 95th percentile or above according to the "Gifted in the Specific Academic Ability Category." This can only begin in the fall of sixth (6th) grade since it requires test scores for three (3) consecutive years and CAASPP tests are not given until the end of third (3rd) grade.
 - Students scoring at the 95th percentile or above on either Math or English portion of the CAASPP for three (3) consecutive years will be designated as "Gifted in the Specific Academic Category."

By this policy, we will offer every child at least three (3) opportunities to seek the designation of "gifted." This opportunity will be offered to any qualifying student free of charge, however, we welcome any voluntary contribution to cover the significant expense that this will bring to our budget. However, donations are not mandatory.

English Language Development ("ELD")

LCS is committed to the success of its English Learners ("EL's") and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. LCS will meet all applicable legal requirements for EL's as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. LCS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

LCS provides support incorporating English Language Development ("ELD") to help students learn English and utilizes Specially Designed Academic Instruction in English ("SDAIE") to help students master the State academic content standards. LCS currently provides the following basic instructional services to students identified as EL's:

- Structured English Immersion ("SEI"): EL students who have been assessed on the initial ELPAC and found to be at "less than reasonable levels of fluency in English" receive daily integrated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Support for EL students will be guided by the California Common Core State Standards for ELD.

- English Language Mainstream ("ELM"): EL students who have been assessed on the ELPAC and have found to be at "reasonable levels of fluency in English" receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program.

ELPAC: The English Language Proficiency Assessments for California ("ELPAC") is the current required state test for English language proficiency ("ELP") that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards, and is comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level

Enrichments/Electives

At LCS, our constructivist approach focuses on children's natural and varied approaches to learning and understanding. We recognize that students "construct their own understanding" through various activities and experiences. Thus, a rich assortment of learning experiences not only exposes children to new skills and opportunities, but supports learning in the core academic areas as well. In addition to a breadth of enrichment classes at every grade level, enrichment teachers also co-teach periodically throughout the week in core academic classrooms to support the integration of various learning styles throughout the curriculum.

In TK-4th, students can take part in a variety of enrichment classes like music, art, physical education, gardening/cooking, and improvisation classes.

In 5th-6th, students at Selma participate in Physical Education and Spanish weekly. Additionally, they have weekly classes in Theater, Art, Music and an Edible School Yard rotation in garden or cooking. These electives stretch student thinking by offering various perspectives and provide opportunities for students to express understanding in multiple modalities.

In 7th-8th, students continue with Physical Education and have access to other elective classes. In addition, an elective program begins which allows students to select their own classes. Our goal is to allow students a chance to dive deeply into areas of interest or explore new and unknown skills and talents as they plan for their elective path through the high school years. Electives in middle school have historically included a wide variety of visual and performing arts, yoga, running, computer programming, creative writing, photography, cooking, gardening, Fantasy Football, academic support, and much more.

In 9th-12th, students have the opportunity to move through A-G approved (college prep) elective classes in music, chorus, theater, dance, Spanish, and the Humanities. Additional strands will be added as the school grows. Through Homeroom/Advisory, teachers provide academic advise; student clubs meet (current students have taken the initiative to secure

faculty advisors and found clubs that match their interests, such as the Economics, Drama, Dance, Mentorship and Volunteer Clubs as well as cultural and athletics clubs); Student Leadership meets; faculty office hours and tutorials are held (which students can take advantage of when they feel they need additional help with classes).

Assessments

Why do we assess learning?

At LCS, assessments are used to help identify individual student needs and used as a tool to enhance both the student's learning and the teacher's understanding of student's progress. Types of assessments include paper tests, essays, rubric scored projects, oral assessments, and artistic rendering.

How do we inform families?

We approach assessment through a constructivist framework which uses a variety of formats and opportunities for students to share their learning and personal styles. We will share information with families through individualized student conferences, discussions, and progress reports.

Standardized Testing

LCS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) CAASPP is comprised of computer-based assessments. The computer-based assessments are the Smarter Balanced English language arts/literacy (ELA) and mathematics tests, which are administered to 3rd-8th and 11th graders and the Science test are administered to grades 5, 8 and one grade level in high school.

Testing: Notwithstanding any other provision of law, a parent's or guardian's written request to the School Leader to excuse his or her child from any or all parts of this state assessment shall be granted.

After School Program ("ASP") and Enrichment Classes

After School Program

ASP strives to enrich school culture by empowering youth and engaging parents, administrators, and the community. Participants in the program will receive academic assistance and participate in various enrichment and recreation activities. Our goal is to support student success through activities during ASP. In addition, ASP promises to provide a safe and fun learning environment for our students.

LCS runs ASP on campuses serving TK-6th grade. ASP is offered Monday through Friday, immediately upon dismissal time. We ask parents to pre-pay for their child's anticipated ASP attendance. Cash and check payment can be submitted into the School deposit box. Online credit card and check payments can be submitted through e-Funds.

Each campus has a Site Coordinator and Assistants who oversee the students' care. ASP also includes a nutritious snack, enrichment classes, recreation/sports, homework club, relaxation time and special projects. Students enrolled in the program can also enroll in a variety of enrichment classes or clubs depending on their campus and grade level. Details and

registration for Enrichment classes and clubs are distributed via the School newsletter and also posted on each campus website page.

All children receive a healthy snack at the start of the program. If your child has an allergy to a certain food, be sure to provide that information to the LCS main office. Please do not send sweets or junk food with your child to ASP. We offer healthy snacks during the program, including during celebrations. Sweets and junk food will be taken away and available for the parent/guardian to pick up after ASP.

Participation in the Program is a privilege. All students in the program are required to:

- 1) Be safe,
- 2) Be respectful,
- 3) Be responsible
- 4) Have fun.

Disruptive or disrespectful behavior toward other students or program staff can result in a dismissal from the program and/or enrichment classes. Acts of violence toward another student/staff will not be tolerated. ASP has the right to suspend or expel a student from the program due to inappropriate behavior and/or a lack of compliance to the School's policies.

Technology Use Policy

Computers will be available to students throughout the campus. The Internet provides an excellent means for learning, researching, and communicating. Using the Internet is for educational purposes only and will be closely monitored by adults. Please see the School's complete Student Use of Technology Policy and Acceptable Use Agreement located by request at the main office. All parents/guardians and students will be required to sign and return the Acceptable Use Agreement prior to accessing the Internet and/or School computers.

Lunch and Nutrition

A hot lunch is offered at each campus and will cost \$5.10 per meal unless the student is eligible for free or reduced-price meals. Families can pre-order/pre-pay lunch orders using the e-Funds system. Milk and water will be provided.

Every child may also bring a nutritious snack and water to School. Drinks and snacks that are high in sugar are not encouraged. For health reasons, such as allergic conditions, children should never share food at School.

No food deliveries are allowed that are either initiated by parent or student.

Free and Reduced Price Meals

The Charter School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the main office and offered to all families. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Field Trips

For each field trip scheduled, the teacher will send home a note requesting your permission and providing specific information pertaining to the trip. Note: Usually a limited amount of

parents will accompany each class. We request that parents not take it upon themselves to appear at field trip destinations unless previously arranged by the teacher.

High School Educational Program

LCS' High School Program rigorously prepares students for college while continuing to foster the love of learning and creative processes that are the hallmarks of our elementary and middle school programs. All students receive high level, college preparatory humanities, mathematics, and science instruction and learn how to creatively utilize what they learn to positively affect the world around them. Students also have access to engaging electives, including leadership and arts opportunities, which help them continue to grow as well-rounded, successful persons who are also able to gain entrance to the college and career path of their choice.

College Preparatory Curriculum

LCS' high school curriculum is designed to meet and exceed the college admission requirements of top universities and colleges. Core content area courses and most electives satisfy A-G course requirements for admission to schools within the University of California and California State University systems, along with other highly selective universities. Advanced Placement courses are also available including World History, US History, Government, AB and BC Calculus, Environmental Science, English Language and Literature, and Biology. In addition, all juniors complete the Junior Research Seminar, which prepares them to conduct college-level research as well as their Senior Hallmark Projects, required for graduation.

College and Career Counseling

Integral to the high school program are the Director of Student Affairs & School Counselor, who works with the administrative team to ensure all core academic courses are College Board/University of California approved and meet the A-G requirements and ensure that our Advanced Placement program is fully implemented. As students progress through high school, the Director of Student Affairs & School Counselor will continue to serve as a counseling resource to students as they make decisions about where they want to attend college, complete the college application process, and apply for financial aid.

Academic Dishonesty

Academic dishonesty is defined as any form of plagiarism, fabrication of sources or information, cheating, and/or deception.

The following are consequences for academic dishonesty:

- Parents will be informed of the suspicion.
- An investigation into the matter will be conducted.
- If, as the result of investigation by a teacher or administrator, it is found that the student has intentionally plagiarized any work, it will result in a zero for the assignment.
- The discretion to assign alternative work, for partial or no credit, belongs to the teacher and/or the School Leaders.
- Depending on the severity of the plagiarism/cheating, the administration may impose further disciplinary actions.

Graduation Requirements

High School Graduation Requirements		College Admission Course Requirements
<ul style="list-style-type: none"> ● 230 Credits (Class of 2017 and onward) ● 220 Credits (Class of 2016) ○ 65 Credits: Sophomore Standing ○ 130 Credits: Junior Standing ○ 195 Credits: Senior Standing ● Senior Project ● 100 Community Service Hours 	Social Science 4 Years	Subject A: Social Science 2 Years
	English Language Arts 4 Years	Subject B: English 4 Years
	Math 3 years	Subject C: Math 3 Years 4 Years Recommended
	Lab Science 3 Years	Subject D: Lab Science 2 Years 3 Years Recommended
	Modern Languages 2 Years	Subject E: Foreign Language 2 Years (same language) 3 Years Recommended
	Visual and Performing Arts 2 Years	Subject F: Visual and Performing Arts 1 Full Year Course
	Physical Education 2 Years	Subject G: Elective 1 Year Satisfied by completing a year beyond required college prep coursework
	Technology 1 Year	Additional Requirements: SAT/ACT Extracurricular Activities
	Junior and Senior Seminar	

LCS Campus Life

Picking Student Up Early From School

Students should not be picked up within the last thirty (30) minutes of School, unless it is an emergency. Please plan ahead when scheduling appointments and planning early pick-ups.

Personal Electronics and Non-School Related Property

Personal items of value (cell phones, handheld devices, tablets, cameras, electronic games, and laptops, etc.) should not be brought to School since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by School personnel.

LCS is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, computers, headphones, etc.

Campus life on each of our sites is slightly unique. Each School site will share specific site-based information, including but not limited to the following:

- **Visitors to Campus**
- **Student Hours**
- **Office Hours**
- **Morning Sing/Assemblies**
- **Carpool, Drop-off, and Pick-up**
- **Community Awareness**
- **Leaving Campus**
- **Going Home with Friends After School**
- **Lost and Found**
- **Dress Code**
- **Birthdays**

Enrollment and Attendance

Please note the following: This Handbook is intended as a general overview of policies and procedures - in the event of any discrepancy, the LCS charter petition supersedes this and all other documents.

Nondiscrimination Statement

LCS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI,

and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

In accordance with Federal civil rights law and U.S. Department of Agriculture ("USDA") civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, or limited English proficiency. In programs that receive Federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency (not all bases apply to all programs). Reprisal is prohibited based on prior civil rights activity. Remedies and complaint filing deadlines vary by program or incident. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TDD) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office or write a letter. If you write a letter, it must contain all of the information requested in the form and be signed by you or your authorized representative. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Director, Center for Civil Rights Enforcement, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

Enrollment Process

By law, admission at LCS is open to all students wishing to attend the School. In the event that there are more students wishing to attend the School than there are seats available, admission will be determined via a public, random lottery. Once a student is enrolled, they remain enrolled through 12th grade unless a parent/guardian releases their seat or is otherwise removed through the expulsion process. Lottery forms will be available in the fall for the lottery the following spring. A Lottery form must be completed for each sibling and must be submitted prior to the posted deadline. For further details, please refer to the School website under the Admissions tab or see the complete Admissions Policy within the LCS Charter.

Attendance Policy

Please note, state funds are based on attendance. The School loses funding if a student is absent from School for any reason.

At LCS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems. Every student is expected to attend School on time every day, unless there is valid justification for the absence. A student is considered absent when he/she is not in School.

When a student has a fever or symptoms of illness or has a communicable illness, it is best for the student to stay at home to rest and recover. The student may utilize independent study for this time, if appropriate, and upon parent/guardian request and approval by LCS.

California Compulsory Full-Time Education Law

State law states that each person between the ages of six (6) and eighteen (18) years, and not exempted, is subject to compulsory full-time education. Each LCS student shall attend School or classes every day for the full day.

Tardy Policy

A student is considered truant if he or she is absent for more than any thirty (30) minute period during the School day without a valid excuse. A student must report to the office if he or she is late for School in order to be admitted to her/his classroom.

Tardiness may be excused only for the reasons listed below in the Excused Absences/Tardies section. Traffic congestion and oversleeping will not be considered a valid excuse. Plan for extra time if you are driving. All excused tardies require appropriate documentation.

Absence Policy

Excused Absences/Tardies

A student's absence is excused from School for the following reasons:

- His or her illness
- Quarantine under the direction of a county or city health officer.
- Having medical, dental, optometric or chiropractic services rendered to him or her.
 - Students in grades 7-12, inclusive, may be excused from School for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attending the funeral of an immediate family member (one (1) day if the service is within the state, three (3) days if the service is outside the state)
 - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
- Participation in religious instruction or exercises in accordance with Charter School policy:
 - The student shall be excused for this purpose on no more than four school days per month.
- For the purposes of jury duty in the manner provide for by law.
- Illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- For the purpose of spending time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- Attendance at the pupil's naturalization ceremony to become a United States citizen.
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
- Authorized at the discretion of a school administrator, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse. A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence

In addition, a student's absence shall be excused for justifiable personal reasons such as:

- Appearance in court
- Attendance at a funeral service
- Observance of religious holiday or ceremony
- Attendance at religious retreats for no more than four hours during a semester (with prior approval)
- Attendance at an employment conference
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization (when the student's absence has been requested in writing by the parent and approved by the School Leader or designee pursuant to uniform standards established by the Board)

Method of Verification

All absences require appropriate documentation, e.g. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided as indicated below, the absence will be considered unexcused.

A parent or caregiver adult must notify LCS the same day of an absence by telephone, letter, fax, e-mail, or in person by 8:20 am. If LCS is not notified in advance and the student does not present a note on the day he or she returns to School, the absence will be considered unexcused.

Each campus will share site-specific procedures and appropriate contact information for a student's respective campus. Consequences of repeated excused absences affecting a student's progress or repeated unexcused absences are outlined below.

A student with an excused absence will be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, will be given full credit. The teacher of any class from which a student is absent will determine what assignments the student shall make up and in what period of time the student shall complete such assignments. Any assessments and assignments will be reasonably equivalent to, but not necessarily identical to, the assessments and assignments that the student missed during the absence.

Absences for Religious Purposes

Students, with the written consent of their parents or guardians, may be excused from School in order to participate in religious exercises with prior approval by the School Leader for no more than four (4) days per month. Additionally, students may be absent to attend a religious retreat, not to exceed four (4) hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.

Independent Study

Independent Study provides an opportunity for a student to stay abreast of instruction during a planned absence. This opportunity is available for unavoidable circumstances, but it does not replace the learning experience derived from attendance at School.

Please contact your School office for more information. Please see the School's complete Independent Study Policy located in the main office.

Unexcused Absences

Any absence for reasons other than those listed as EXCUSED ABSENCES are unexcused. LCS is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences. The student may be classified as a truant after the third unexcused absence or tardy for more than any thirty (30) minute period from school in one (1) school year.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent (10%) or more of the school days in one (1) school year, from the date of enrollment to the current date.

The School Leader, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, LCS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, LCS will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of school, LCS will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this Policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this Policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the School roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal process described below.

7. Upon removal, the last known District of Residence will be notified of the student's failure to attend LCS and the disenrollment within thirty days of the disenrollment.

Tuancy Process

1. Each of the first two (2) unexcused absences or unexcused tardies over thirty (30) minutes will result in a call home to the parent/guardian by the Site Leader or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over thirty (30) minutes will result in a call home to the parent/guardian by School Leader or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over thirty (30) minutes in a school year, the parent/guardian will receive "Tuancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over thirty (30) minutes, the parent/guardian will receive "Tuancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over thirty (30) minutes, the student will be referred to a Student Success Team ("SST") and the School Attendance Review Team ("SART"). In addition, the parent/guardian will receive a "Habitual Tuancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the School Leader, Teacher, Guidance Counselor (9-12) and Director of Student Support Services. The SART panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program

- iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school store privileges
 - vii. Loss of school event privileges
 - viii. Required remediation plan as set by the SART
 - ix. Notification to the District Attorney
- c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from LCS and notification of the disenrollment sent to the student's district of residence.
 7. For all communications set forth in this process, LCS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update LCS with any new contact information.
 8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to LCS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Involuntary Removal from Charter School

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy. Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If there is a Board decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney

It is LCS' intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, LCS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, LCS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Reports

The School Leader, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Education Foster Youth Policy

LCS recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602 or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code section 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter School, the Governing Board shall designate a Charter School foster youth liaison. The Governing Board designates the following position as the Charter School's liaison for foster youth:

Esmeralda Sandoval
Director of Compliance & Operations
Larchmont Charter School
444 N. Larchmont Blvd
Los Angeles, CA 90004
(323) 380-7893

A complete copy of the Foster Youth Policy is available at the main office of Larchmont Charter School.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who lack a fixed, regular, and adequate nighttime residence and (42 USC § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

Homeless Student Liaison

The Principal/Director or designee designates the following staff person as the School/Program Homeless Liaison for homeless students attending the school (42 USC § 11432(g)(1)(J) & (e)(3)(C).):

Angelica Sammons
Director of Compliance
Larchmont Charter School
444 N. Larchmont Blvd
Los Angeles, CA 90004
(323) 380-7893

The Homeless Liaison shall ensure that (42 USC § 11432(g)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; Even Start programs; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the LCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A complete copy of this Policy is available at the main office and website of LCS.

Health and Safety Policy

Illness Policy

We wish to keep all children healthy. Please keep your child at home if he/she shows any signs of illness. The school will send a student home at any time during the day when it appears necessary. Children who run a fever should be free of fever for twenty-four (24) hours before returning to School.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Pupils who fail to complete the series of required immunizations within the specified time allowed under the

law will be denied enrollment until the series has been completed. The immunization status of all students will be reviewed periodically, and children who do not meet state requirements will be excluded from school until these requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.</p>
Entering 7 th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and two (2) doses of Varicella. For more information, visit www.shotsforschool.org.</p>

All students must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions::

- The parent provides proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370 verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition. If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction; and
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to LCS, shall be allowed to enroll

at LCS without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);

- o "Grade span" means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

Oral Health Assessment

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Injuries

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to School. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details.

Head Lice

Children with live head louse/lice are excluded from school until all live louse/lice are removed and clearance is given by the LCS office staff for the child to return to class. If a child is found to ONLY have nits/eggs, parents will be notified so their child can receive appropriate treatment. Readmission occurs after the child has received the proper treatment. If you suspect your child of having head lice or you detect lice, please inform the school main office right away.

Type 2 Diabetes

Description

Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention ("CDC"), one (1) in three (3) American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one (1) out of every five (5) children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one (1) parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls

- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two (2) to three (3) months. An A1C level of 6.5 percent or higher on two (2) separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two (2) separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two (2) hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Student Medication

Children may only receive prescribed medication during school hours with written permission from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Request should be processed through the School office.

Children may only receive over-the-counter medication during school hours with written permission from the parent/guardian who is responsible for the medical management of the child. Parents are urged, however, to minimize or eliminate taking medication in School. Requests should be processed through the office.

All medications must be stored at school in the original prescription bottle or packaging, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of inhaler and Epi-Pen where the doctor has given permission.

Any student who is required to take, during the regular schoolday, medication prescribed, in compliance with the above, may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if LCS receives the appropriate written statements as follows:

1. In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, LCS shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing LCS and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
2. Additionally, the school nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. LCS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its students. LCS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. LCS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. LCS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office to be used in case of an emergency, such as an earthquake. Please fill out the Medication Authorization Form (copies of which can be found in your campus main office) and label it in red "For Emergency Use Only."

Background Checks

Each new employee, vendor or volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment/engagement/volunteering. The Network office retrieves the results of the fingerprint scans, and completes the appropriate paperwork/Affidavits and retains this as part of the file for the individual or vendor. LCS adheres to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Child Abuse and Neglect

All certificated and classified employees of the School are made aware of their role as mandated child abuse reporters and that California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practicably possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Student Searches

The Fourth Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain circumstances.

Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes a School Leader or designee to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the School Leader or designee may conduct a search of that student. The School Leader or designee must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on the reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
- Follow-up on a credible tip, even if anonymous.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.

- Searches based on reasonable suspicion will be conducted in a private area whenever possible.

Random Metal Detector Searches

To maintain a safe campus, there will be metal detector searches of students and lockers. Every effort will be made to respect students in the course of these searches. Searches of students will be conducted with a “wand” in a fair and random manner. Lockers are the property of LCS.

Lockers can be searched, without reasonable suspicion, for safety, disciplinary, or health reasons. The school reserves the right to search any or all lockers at any time, without the student's knowledge.

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:

- The method of selection of students to be searched is genuinely random.
- Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).
- The searches are minimally intrusive.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student in accordance with the above guidelines for reasonable suspicion searches.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

Parental Notifications of Searches/Interviews

While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent or guardian. The school conducts daily random searches as part of the School Safety Plan.

Emergency Procedures

The school maintains an up-to-date School Safety Plan for each of its sites. Plans are kept on file for review. All school employees are trained annually on the safety procedures outlined in the plan. The School Emergency Response Plan assigns staff members to roles and responsibilities that must be performed in the event of an emergency. This plan is compliant with all local, state, and federal regulations, including the National Incident Management System (“NIMS”).

LCS conducts, and keeps records of, regular safety drills, including: Fire, Earthquake and Lockdown.

All classrooms have an “emergency kit” stocked with first-aid equipment. There will be a designated safe place in case of a disaster emergency where parents may pick up their children. If this were to occur, it may be necessary for parents to show proof of identification.

Earthquake, Fire and Disaster Preparedness

Regular safety drills are a part of a school's activities. Drills including fire, earthquake, and lockdown will be held once a month. Procedures to be followed during these drills are updated on a regular basis to reflect “best practice” procedures as defined by first response agencies to ensure that students and staff are aware of the most effective and safe emergency responses. In addition to conducting regular drills, each School stocks emergency supplies to sustain students and staff. An emergency shed stocked with first-aid equipment, water, food and emergency supplies is housed at each campus.

What Can Parents Do During an Emergency?

In the event of an emergency, School administration will remain at the School until every child has been picked up. Parents are asked to come to their child's campus as soon as is feasible and safe. You should not wait for a call or email from the School as communication systems may be compromised in disaster situations. Only those people who are listed on the Registration/Emergency Forms may pick up your child from School, so it is very important that the information on these forms is accurate and up to date.

Parent Notification in the Event of an Emergency

In the event of an emergency the Incident Commander/School Leader or a designee will act as the emergency spokesperson and will determine the most feasible way to disseminate information (i.e. email updates to our families and phone calls will be made to families that do not have email, when possible). LCS and the local emergency agency will work together to relay any information as quickly as possible.

Reunification

The location for parent reunification will be dependent on the location of the threat. In general, in the event of an emergency, parents picking up their children will be met at the following locations:

- Fairfax campus: Parents should wait at the carpool gate and their child will be brought to them.
- Hollygrove campus: Parents should wait for their children at the pedestrian gate located on Waring Avenue.
- Selma campus: Parents should wait for their children at the reunion gate on Cherokee Avenue.
- La Fayette Park campus: Parents should wait for their children at the reunion gate at the intersection of 6th Street and La Fayette Park Place.

These locations will remain in effect unless the police or other emergency management officials notify the School otherwise.

Youth Suicide Prevention Policy

The Governing Board of LCS recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the School Leader or LFP/School Counselor/Social Worker Supervisor shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The School Leader or LFP/School Counselor/Social Worker Supervisor develop and implement preventive strategies and intervention procedures that include the following:

- Overall Strategic Plan for Suicide Prevention
- Intervention, Assessment, Referral
- Responding After a Suicide Death (Postvention)

A complete copy of the Youth Suicide Prevention Policy is available at the main office.

Student Identification Cards

LCS will include the telephone number for the National Suicide Prevention Lifeline on all student identification cards. LCS will also include the number for the Crisis Text Line and a local suicide prevention hotline on all student identification cards.

Behavior and Discipline Policy

Positive Behavior Support

LCS utilizes various tools on a school-wide level to teach, recognize, and reward (1) positive social skill development, (2) conflict resolution, and (3) a shared vision of appropriate behavior at school.

RESPECT

- We are a Cool Tools™/Safe Schools School (used at the elementary level).

Cool Tools™/Safe Schools (Face-Saving/Life-Saving Skills for Handling Conflict) is a part of SAFE SCHOOL System developed and researched at Corrine A. Seeds University Elementary School, UCLA. Cool Tools is a system used to build character and manage conflicts among students. Using a common language and concrete representations of abstract concepts, Cool Tools lessons actively encourage positive affirmations, responsibility, kindness and self-help and coping skills; it discourages put-downs, rumors, threats and harassment.

- School-Wide Learner Outcomes ("SLOs") are the embodiment of what every Larchmont student is expected to be able to do by the time they graduate from LCS.
 - Demonstrate mutual respect for self, others, and things
 - Communicate in class discussions and activities
 - Listen attentively
 - Take responsibility for own actions
 - Persevere through challenges

All Larchmont campuses teach, model, and reinforce the five elements of the SLOs on an ongoing basis.

- Council

Students across LCS campuses have opportunities to participate in Council. According to the Ojai Foundation, Council is a formal, structured forum for discussion whereby participants develop their understanding and appreciation of diverse backgrounds, experiences, and opinions of others. Regular use of council promotes a classroom and school community where students can connect with peers and adults in a peaceful and empathic way.

- Homeroom Meetings

In LCS middle school, all students work with a faculty advisor in their homeroom. Homeroom provides an opportunity for middle school students to develop key life skills, metacognitive skills, and habits of learning in support of academic and personal growth, and interpersonal skill development. In a middle school setting where students have multiple teachers, homeroom teachers create a more personalized learning environment. Additionally, homeroom serves to reinforce school-wide expectations as students work together to actively develop their understanding of what it means to adhere to expectations and to be safe at school.

- Service learning

Service learning spans all grades at LCS as a form of project-based learning in which academic goals are accomplished through community service. Service learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides kids with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service learning develops citizenship, responsibility, social skills, and many other positive character virtues, making it a highly effective character education program in and of itself.

- Student Expectations for Behavior

Respect for others and oneself is key at LCS. Specific rules and expectations of behavior will be determined between students and teacher in the classroom, and will be consistent with the Larchmont mission. Teachers will stress positive reinforcement for appropriate behavior. Peer mediation skills will be taught in every classroom as part of the curriculum.

In order to ensure that LCS is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of oneself or of others will result in immediate responses from adults or teachers present and notification to parents. Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.)
- Intentionally hurting another person
- Not following directions and walking off school property
- Excessive rough-housing during school activities
- Threatening the physical or emotional safety of others

General Discipline Policies and Approach

If a student violates school policies enumerated in the School Handbook and LCS Charter School Petition that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include but are not limited to:

- Warning
- Loss Of Privileges
- Notices to Parents By Phone/Letter
- Referral To The Site Leader or Designee
- Request For Parent Conference
- Detention

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Larchmont Charter School faculty and staff are trained in strategies focused on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilizing undesirable situations safely.

Behavioral Intervention

If a student violates school policies enumerated in the School Handbook that are not specified herein as grounds for suspension or expulsion such as student behavior policy and property policy, a conference will be held between administrative staff, the student and the parents/guardians. The student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her

version and evidence in his or her defense. A contract will then be designed and signed by all parties present in which the student pledges to complete specified tasks or uphold specified codes of behavior within a given time frame. If the student breaks this contract, another conference will be scheduled from which suspension is a possible outcome.

Suspensions And Expulsions

General Provisions

LCS shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

LCS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

LCS shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Larchmont Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

LCS shall be responsible for appropriate interim placement of students during and pending the completion of Larchmont's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

LCS shall document and implement the alternatives to suspension and expulsion that LCS utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students With Disabilities

LCS shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, LCS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, LCS shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and LCS, an IEP team will meet to conduct a Manifestation Determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with an IEP/504 Plan, LCS's administrator will convene a Manifestation Determine/Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the LCS's failure to implement the IEP/504 Plan?

A complete copy of the Youth Suicide Prevention Policy is available at the main office.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Larchmont Charter School ("LCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

LCS is committed to providing an educational atmosphere that is free of discrimination, harassment, intimidation, and/or bullying, and will take action to investigate, respond, address and report on such behaviors in a timely manner. LCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

LCS does not condone or tolerate harassment of any type, including misconduct prohibited by this Policy, by any employee, independent contractor or other person with which LCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Myra Salinas
Director of Student Support Services

Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by LCS.

LCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by LCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other

technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

The following procedures apply:

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, bullying, or other misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for

assistance, and report such incidents. The Board requires staff to follow the procedures in LCS's policy for reporting alleged acts of misconduct prohibited by this Policy.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Coordinator:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report using the report form available in the main office. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, the Coordinator, a family member or staff person so that she/he can get assistance in resolving the issue consistent with this Policy.

LCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

LCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigating

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of LCS, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the Executive Director or administrative designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Executive Director or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Executive Director or designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy will be maintained in a secure location.

3. Appeal

Should the reporting individual find the Executive Director or designee's resolution unsatisfactory, he/she may follow the Dispute Resolution Process.

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures found in the LCS Parent/Student Handbook and UCP Policy.

5. Consequences

Students who engage in conduct prohibited under this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the LCS.

Parent Participation

Classroom and School Volunteer & Visitation Policy

Larchmont Charter School ("LCS") encourages parents/guardians and interested members of the community to visit the charter school and view the educational program. LCS also endeavors to create a safe environment for students and staff. Parents volunteering in the

classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, LCS has established the following procedures, to facilitate volunteering and visitations during regular school days and special events.

At LCS, we strongly encourage each family to volunteer by participating in one—or many—of the various committees supporting our school. LCS encourages each family to volunteer 35 hours per school year or 60 hours for families with more than one student at the school. Extended family members (e.g., grandparents, aunts, uncles) are welcome to volunteer, too! Volunteering is not required and is not a criterion for continued enrollment, graduation, class placement or any other school-based decision.

Volunteering

Teachers and parents must agree on classroom visits together, after parents have obtained the necessary documentation and clearance for volunteering. When volunteering in the classroom, teachers will provide guidelines for how parents can support student learning. Distractions and interruptions should be minimized/avoided. In addition, personal and specific information regarding students' academic performance and/or social and emotional learning should not be discussed with other parents after visiting/volunteering.

Teachers need time to teach and to plan. Parents may not drop in unannounced. Each teacher will communicate to families the best way to schedule an appointment, an observation, or volunteering.

Volunteer Policy

Parent volunteerism is key to the success of any school, but especially important at LCS. We rely on the volunteer support of our families to help us accomplish many important tasks. Volunteering:

- Develops community involvement and interaction, which is essential to the quality of our school program;
- Keeps our operational costs down;
- Enables our school to function well in day-to-day routines;
- Enables us to successfully plan events that raise money to support our school and build school and community involvement; and
- Enables us to apply for grants, as parent participation is a key element in most grant applications.

If you have not done so already, we encourage you to complete the volunteer committee opportunities sign-up in the school office. Also, if it is determined by LCS staff that a particular volunteer position is not a good fit, it is at the discretion of LCS to assist the volunteer in finding a position for which they are better suited.

What are the requirements for volunteers at LCS?

Anyone volunteering at LCS, from helping with lunch to helping in the office, must complete the following:

1. Volunteer Application;
2. Proof of a negative tuberculosis ("TB") Test (must be current within the last 4 years). These tests help us keep all our students safe AND healthy;
3. DOJ (Department of Justice)/Livescan clearance. This is only required for volunteers who will work directly with students. Background checks conducted with other companies/schools are not accepted. All background clearance information is completely confidential and solely for use by LCS.

There are two types of volunteers:

Tier 1: Supervised Volunteers have completed the application and submitted TB test results. Volunteers are able to offer support with on-campus activities only under the supervision of an LCS staff member.

Supervised volunteers do NOT need to be fingerprinted. Examples include: working in the office with a staff member, supporting with Jog-a-Thon with staff members present.

Tier 2: Unsupervised Volunteers have completed the application, submitted TB test results and have DOJ/Livescan clearance.

Unsupervised volunteers may be alone with one or more students. Examples include one-to-one tutoring in a separate space or facilitating yard supervision without a staff member nearby.

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with LCS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the LCS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and School Leader or designee, at least twenty-four (24) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the

direction of the teacher or aid the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. Volunteerism by parents is encouraged but not mandatory.
8. This Policy does not authorize LCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and School Leader or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the School Leader or designee.
2. All visitors (including volunteers) shall register in the Visitors Log Book in the main office immediately upon entering any school building or grounds when during regular school hours and sign-out when leaving. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. LCS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by LCS, consistent with the law. The LCS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the School Leader or designee requires that a visitor or volunteer badge be worn at all times while on campus.

5. Except for unusual circumstances, approved by the School Leader, LCS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester. This does not apply for approved volunteering opportunities on campus.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Leader's written permission.
7. Before leaving campus, the visitor shall return the Visitor's Badge and sign out of the Visitors Log Book in the main office.
8. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt LCS's orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to LCS's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
10. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor who is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon during this meeting, the School Leader shall forward notice of the complaint to the Executive Director, who shall promptly mail a written notice of the date, time, and place of a subsequent conference to be held with the Executive Director to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the notice of complaint from the School Leader. If no resolution can be agreed upon, Executive Director shall forward notice of the complaint to the LCS's Board of Directors. The LCS Board of

Directors shall address the Complaint at the next regular board meeting and make a final determination.

12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
13. The School Leader or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to LCS's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Communication Policy

School Communication

LCS maintains a database of current information such as home address, telephone numbers and emergency contacts for each student. It is essential that this information be kept up-to-date so that the school can contact parents/guardians when there is a need. Each year, upon re-enrollment, parents receive a student data sheet for each child with the current information listed in the database. It is the parents' /guardians' responsibility to update this form and to keep the school informed of any changes as they occur. Please contact the office with updates or changes of address, phone number, email, emergency contacts or medical information.

Important information about the school is communicated through:

- Public Board Meetings
- Parent Education Nights
- Periodic Parent Coffees
- Back-to-School Night
- Weekly Morning Sing/Assembly
- Classroom Teacher Communications

- Emailed Weekly Updates
- Parent Conferences and Progress Reports
- Specific Event Flyers and Emails
- School Website

Parent Conferences (TK-12)

October 18-22, 2021

Family Conferences (minimum days)

March 28 – April 1, 2021

Family Conferences (minimum days)

Telephone Messages

If you wish to contact your child's teacher or your child during the school day, please call your school office and we will assist you. Please note that any changes to carpool arrangements must be in writing and submitted to the office at the beginning of the school day.

Class Lists and Directory

The directory is prepared for LCS families at the beginning of each year and distributed as soon as possible.

Rights and Protection

Right to Ask for Teacher Qualifications

As a recipient of federal Title 1 funds, parents have the right to ask for teacher qualifications. This means that parents may ask if a teacher has met California qualification and licensing criteria, is teaching under an emergency or other provisional status, is teaching in their certified field, and if the child's services are provided by paraprofessionals and the paraprofessionals' qualifications as well.

Complaint Policy/Resolving Conflict

It is our goal to assist all parents and family members in solving problems, understanding all school situations, and having a positive school experience. If you have a concern, complaint, or experience a conflict within the LCS community, please use the following process to find resolution.

Always begin at the source if you have a problem. Do not talk to uninvolved people at LCS.

- If it involves a teacher, or other staff member, begin there.
- If the two of you cannot resolve the problem, go to the School Leader.
- If the problem is with the School Leader, begin there.
- If the problem is with the School Leader and you have discussed it with him/her, you may take the issue to the Executive Director.
- If a serious grievance with the principal occurs, please fill out a grievance form to the Board President. The General Complaint form is available in the main office and on the school's website.

Uniform Complaint Policy And Procedures

Scope

Larchmont Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Child Nutrition Services, Foster and Homeless Youth Services, Every Student Succeeds Act Programs, No Child Left Behind Act Programs, Special Education Programs, School Safety Plans, Pupils from Military Families, Pregnant and Parenting Pupils, and Migratory Pupils.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
- (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director of Student Support Services or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

The Director of Student Support Services or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director of Student Support Services or designee.

Should a complaint be filed against the Director of Student Support Services, the compliance officer for that case shall be the President of the Charter School Board of Directors.

A complete copy of the Uniform Complaint Procedure is available in Addendum B, in the main office and on the school's website.

Pupil Records and Student Information Policy

The Board of Directors of Larchmont Charter School ("LCS") a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by LCS.

DEFINITIONS

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by LCS or by a party acting for LCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's

maiden name and where the parties may be contacted for emergency purposes;

- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended; and/or
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records which are in the sole possession of the maker thereof, are used only as a personal memory aid, and which are not accessible or revealed to any other person except a substitute for the maker of the record;
- b. Records maintained by a law enforcement unit of LCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by LCS but who is not in attendance at LCS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at LCS;
- e. Records that only contain information about an individual after he or she is no longer a student at LCS; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the LCS reasonably believes knows the identity of the student to whom the education record relates.

3. Directory Information

LCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of LCS's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). LCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Director of Compliance at:

**Larchmont Charter School
444 Larchmont Blvd. #207
Los Angeles, CA 90004**

4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by LCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of LCS. A school official also may include a volunteer or an independent contractor outside of LCS who performs an institutional service or function for which LCS would otherwise use its own employees and who is under the direct control of LCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, LCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that LCS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify LCS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent. LCS will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, LCS shall provide parents and eligible students with a notice of their rights under the Family Educational Rights and Privacy Act ("FERPA"). FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. Complaints may be

sent to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. Right to request that LCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that LCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, LCS shall comply with the request.

1. Copies of Education Records
LCS will provide copies of requested documents within five (5) business days of a written request for copies. LCS may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former pupils' records or (2) up to two verifications of various records of former pupils. The charge will not include a fee to search for or to retrieve the education records.
2. Request for Amendment to Education Records
Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Principal to correct or remove any information in the student's education record that is any of the following:
 - (1) Inaccurate;
 - (2) An unsubstantiated personal conclusion or inference;
 - (3) A conclusion or inference outside of the observer's area of competence;

- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

LCS will respond within thirty (30) days of the receipt of the request to amend. LCS's response will be in writing and if the request for amendment is denied, LCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

3. Hearing to Challenge Education Record

If LCS denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is: inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference; a conclusion or inference outside of the observer's area of competence; or not based on the personal observation of a named person with the time and place of the observation noted.

The Principal or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by LCS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Principal or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Principal or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, LCS's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the LCS decides that the information is inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, LCS decides that the information in the education record is not inaccurate, misleading in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of LCS, or both. If LCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

LCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

LCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. LCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or

lawfully issued subpoena, or directory information or to parents or eligible students, LCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that LCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

LCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, LCS will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. LCS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, LCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
5. Organizations conducting certain studies for LCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. To accrediting organizations to carry out their accrediting functions;
7. To parents of an eligible student if the student is a dependent for IRS tax purposes, as defined in section 152 of the Internal Revenue Code of 1986;
8. To comply with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. To appropriate officials in connection with a health or safety emergency;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by LCS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by LCS; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by LCS with respect to that alleged crime or offense. LCS may disclose the final results of the disciplinary proceeding, regardless of whether LCS concluded a violation was committed.

VI. RECORD KEEPING REQUIREMENTS

LCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of LCS in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of LCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, LCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, LCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of LCS.

Student cumulative records may not be removed from the premises of the LCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the LCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student

records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by LCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Legal Disclaimers

The information contained in the Larchmont Charter School Handbook (LCS) is provided for informational purposes only. Information may be changed or updated without notice. LCS expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any newsletter articles. LCS assumes no responsibility for errors or omissions in this Handbook or other documents which are referenced in this Handbook. LCS does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

Annual Notifications

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent, if the student is under 18) has opted out by or before February 1.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to those 5th, 7th, 9th and 11th grade students whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 213-867-6300 Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Myra Salinas at 323-380-7893 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school office.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The Charter School shall provide for the screening of its students for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. If a pupil chooses not to return to the Charter School after taking parental leave, he or she is entitled to alternative education options.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

A copy of the UCP is available on the School website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education, HIV prevention education, and human trafficking.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Sudden Cardiac Arrest and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>.

Employee Interactions with Students

Larchmont Schools recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or Administrators. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the Administrator to investigate and thoroughly report the situation. Employees must also report to the Administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- a. Giving gifts to an individual student that are of a personal and intimate nature.
- b. Kissing of any kind.
- c. Any type of unnecessary physical contact with a student in a private situation.
- d. Intentionally being alone with a student away from the school.
- e. Making or participating in sexually inappropriate comments.
- f. Sexual jokes.
- g. Seeking emotional involvement with a student for your benefit.
- h. Listening to or telling stories that are sexually oriented.
- i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

- j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- k. Driving students (see policy herein).
- l. Discussing personal, religious, and/or political beliefs with students.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and Supervisor permission.)

- a. Being alone in a room with a student at school with the door closed.
- b. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their Supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

- a. Being alone in a room with a student at school with the door closed. The only exception to this rule is if it is required for special educational purposes, related to a student's Individual Education Plan (IEP). The School Psychologist or employee working in the Special Education Department must have written permission from the student's guardian.
- b. Remarks about the physical attributes or development of anyone.
- c. Excessive attention toward a particular student.
- d. Sending e-mails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- a. Getting parents' written consent for any after-school activity.
- b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- c. E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- d. Keeping the door open when alone with a student.
- e. Keeping reasonable space between you and your students.
- f. Stopping and correcting students if they cross your own personal boundaries.
- g. Keeping parents informed when a significant issue develops about a student.
- h. Keeping after-class discussions with a student professional and brief.
- i. Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- j. Involving your Supervisor if conflict arises with the student.
- k. Informing your Supervisor or the Executive Director about situations that have the potential to become more severe.
- l. Making detailed notes about an incident that could evolve into a more serious situation later.

- m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- n. Asking another staff member to be present if you will be alone with any type of special needs student.
- o. Asking another staff member to be present when you must be alone with a student after regular school hours.
- p. Giving students praise and recognition without touching them.
- q. Pats on the back, high fives and handshakes are acceptable.
- r. Keeping your professional conduct a high priority.
- s. Asking yourself if your actions are worth your job and career.

Driving Students

Employees are prohibited from driving students without prior authorization from the School, unless a dangerous situation arises. This does not apply to an employee who has a child(ren) attending the School and who may share carpooling responsibilities with another parent at the School. In this regard, the employee is making a decision as a parent, not an employee.

Employees, parents, guardians, and other volunteers willing to transport students for official school activities, must submit a Volunteer Driver Application Form, and the Executive Director or his/her designee must approve that application, preferably at the beginning of the school year, but in no event less than one (1) week prior to departure or, for overnight trips, no less than two (2) weeks prior to departure. Volunteer drivers must agree to the terms of the Volunteer Driver Application, provide all of the related supplemental documentation, and follow the safety requirements within.

Addendum A: Suspensions And Expulsions

General Provisions

LCS shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

LCS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

LCS shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Larchmont Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

LCS shall be responsible for appropriate interim placement of students during and pending the completion of Larchmont's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

LCS shall document and implement the alternatives to suspension and expulsion that LCS utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students With Disabilities

LCS shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, LCS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, LCS shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and LCS, an IEP team will meet to conduct a Manifestation Determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with an IEP/504 Plan, LCS's administrator will convene a Manifestation Determine/Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the LCS's failure to implement the IEP/504 Plan?

Notification of the District

Upon expelling any student, LCS shall notify the Charter Schools Division ("CSD") by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form.
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that LCS's policies and procedures were followed.
- Copy of parental notice of expulsion hearing.
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment.
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the Modified Consent Decree (MSD), including the Expulsion Analysis page of the pre- expulsion IEP.
- If the student is eligible for an IEP/Section 504 accommodations, documentation that LCS conducted a Manifestation Determination/Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of LCS's failure to implement the IEP/504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, LCS must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, LCS shall forward student records no later than 10 school days from the date the request is received by LCS as stated in Ed. Code section 49068 (a) and (b).

Outcome Data

LCS shall gather and maintain all data related to placement, tracking, and monitoring student suspensions, expulsions, and reinstatements, and make sure outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from LCS shall be given a rehabilitation plan upon expulsion as developed by LCS's Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to LCS for readmission. LCS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

LCS's Governing Board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, LCS's Governing Board shall readmit the pupil, unless LCS's Governing Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

LCS's Governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. LCS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

LCS shall comply with the federal Gun-Free Schools Act.

Discipline Foundation Policy

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for. LCS does not consider suspension and/or expulsion to be effective means of improving student behavior and compliance with LCS rules and policies. While either or both may become necessary in extraordinary circumstances, LCS uses a variety of other strategies to intervene. Students who do not adhere to stated expectations for behavior and who violate the LCS's rules will experience non-suspension and non-expulsion consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the School Leader or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. LCS faculty and staff are trained in strategies focused on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the LCS Handbook, which is sent to each student at the beginning of the school year. Each family receives a copy of these policies and is required to

verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Policies and procedures regarding suspension and expulsion will be periodically reviewed.

Policies regarding suspension or expulsion will conform to applicable state and federal laws regarding all students. Students will be accorded due process in all disciplinary procedures, outlined below. Disciplinary policies and procedures will also address student conduct that presents an immediate threat to the health or safety of others.

No student shall be involuntarily removed by LCS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent/guardian/educational rights holder requests a hearing, the LCS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until LCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Suspension

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code

11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does

not include athletic events or school- sanctioned events.

- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but

is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Larchmont Charter School.

- b. "Electronic Act" means the creation or transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, image, or video ("video" is effective January 1, 2017).
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other

visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Expulsion

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicated.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or

conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Larchmont Charter School.
2. "Electronic Act" means the creation or transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. Cyber sexual bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel

by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described under the definition of "bullying" above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or electronic act.

- ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for when it is determined pursuant to the procedures below that the pupil committed any of the following acts:

- a. Possessing, selling or otherwise furnishing a firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

LCS offers in-school suspension as a means of reducing time missed from learning for behavioral issues.

Suspension Rules and Procedures

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the administrative staff (Head of School or Dean of Students), with the student and his/her parent/guardian, and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the administrative staff.

The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. The schedule of the conference among the school administrator, student, and parent/guardian regarding matters pertinent to the suspension will also be on the notice. Reference to expulsion for continued violations of school rules may also be included. If LCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students will not be suspended for more than 20 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Disciplinary Records

Records of all student suspensions and expulsions will be maintained at LCS. Such records shall be made available to the District upon request.

If a parent or guardian disagrees with the suspension, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted within thirty (30) days of the last day of the pupil's suspension. The statement shall become part of the pupil's school record unless the suspension is changed or removed as a result of the objection.

Access to Education

Interim education will be provided for suspended students in the form of independent work put together by a credentialed staff member.

Suspension Pending Expulsion

Students who are recommended for expulsion are suspended from school until the LCS Board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timeline in particular along with the appeal process for both suspensions and expulsions (as outlined below).

Expulsion Rules and Procedures

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the

student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of Larchmont Charter School's governing board. Larchmont Charter School's Board will appoint an Administrative Panel. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to LCS's Board, which will make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before the Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

Pending the expulsion hearing, the school will ensure that the student and his or her family receive classroom materials and current assignments to be completed at home during the term of the suspension. The teacher will grade all work and feedback will be provided in a timely manner.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian, within five (5) school days of the decision to expel. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School and (c) Notice regarding the process to appeal the expulsion as outlined below.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Appeals of Disciplinary Action

Appeals of disciplinary action, suspension, and expulsions must be made in writing and submitted to the Executive Director within 24 hours of the disciplinary action or suspension. The Executive Director may convene a meeting between the parent and school administrator before coming to a decision regarding the appeal. The meeting must be scheduled within 10 days of the request. The Executive Director will provide a written response no more than 20 days from the written request. All decisions made by the Executive Director are final.

Expulsion Appeal Rights & Timeline

Parents may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within 5 school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within ten (10) school days) at which time the parent(s) must attend to present their appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent and information from the original expulsion hearing. The Board's decision, regarding the expulsion, will be final.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
 - a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
 - b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - c. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
2. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
3. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
5. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
6. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
7. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
8. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Readmission Criteria & Procedures for Rehabilitation, Readmission, and Interim Placement

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

LCS' procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission is:

- Families are asked to submit a written document requesting readmission.
- Other than the written request, the student needs to re-enter the lottery process via online waitlist application.
- Should the student be awarded a conditional seat, documentation of good standing from the previous school must be presented before guaranteeing the enrollment seat.
- A review committee will convene to review the rehabilitation plan as well as the documentation of good standing.
- Response to the written request for readmission will be provided to the family within 10 days from the date the review committee convened.
- Upon completion of the readmission process, LCS may readmit the pupil, unless LCS makes a finding that the pupil has not met the conditions of his or her rehabilitation plan.

A description of this procedure will be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

Educational Alternatives for Pupils who are Expelled

If there is a decision to expel, Larchmont Charter School will assist the parent with information that facilitates finding an alternative placement. LCS students who are expelled from LCS can apply to enroll in their home school, or any other school, pursuant to inter- and intra-District transfer policies. They can also enroll at any other public charter schools, subject to those charter schools' enrollment policies and capacity. Private schools are also an alternative. LCS will not admit or re-admit a student who is currently on an expulsion order and has not completed his or her rehabilitation plan.

Addendum B: Uniform Complaint Policy And Procedures

Scope

Larchmont Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (2) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (8) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Child Nutrition Services, Foster and Homeless Youth Services, Every Student Succeeds Act Programs, No Child Left Behind Act Programs, Special Education Programs, School Safety Plans, Pupils from Military Families, Pregnant and Parenting Pupils, and Migratory Pupils.
- (9) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (10) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (11) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
 - (12) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 - (13) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director of Student Support Services or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Myra Salinas
Director of Student Support Services
Larchmont Schools
444 N. Larchmont Blvd., #207
Los Angeles, CA 90004
myra.salinas@larchmontcharter.org
(323) 380-7893

The Director of Student Support Services or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director of Student Support Services or designee.

Should a complaint be filed against the Director of Student Support Services, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director of Student Support Services or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Student Support Services or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.

3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director of Student Support Services or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Handbook Acknowledgement Form

LARCHMONT CHARTER SCHOOL
2021-2022

____I have read and understood the Larchmont Charter School 2021-2022 School Handbook, which was provided via email and in hard copy in the school offices.

____I understand that the Handbook is to use for my reference to answer my questions and understand LCS processes and procedures. I will refer to the Handbook before contacting the School.

Student Name

Date

Parent/Guardian Name

Parent/Guardian Signature